

## Unit 309: Produce and present advanced desserts and dough products using standardised recipes

### Sample lesson plan 2

Course number: \_\_\_\_\_ Course title: \_\_\_\_\_

Tutor's name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_ Lesson length: 3 hours Room: \_\_\_\_\_

Lesson topic:

**Aims:**

By the end of the lesson the learner will know:

- The purpose of this unit is to provide learners with the skills of how to produce and present advanced desserts and dough products using standardised recipes, ensuring an ability to adjust standardised recipes to meet volume demands or guest needs.
- Learners will develop an understanding and skills to prepare, cook and finish classical and contemporary methods of to create desserts course dishes for a meal experience suitable for restaurant and volume catering.

**Learning outcomes:**

To enable learners to:

- prepare, cook and finish advanced hot dessert dishes
- prepare, cook and finish advanced cold dessert dishes.

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
5 minutes	Registration and welcome.	Take register.		
20 minutes	Starter session.	<p>Ask individuals to think about their favourite hot and cold dessert dish and then justify why, describing the characteristic of the dish. Individuals should present and discuss as a class.</p> <p>Discuss any follow up points or questions the learners may have from previous lesson.</p>	Individuals to think about their favourite hot and cold dessert dish and then justify why, describing the characteristic of the dish. Individuals should present and discuss as a class.	Whiteboard
10 minutes	Follow-up of pre-lesson preparation.	Task learners to list on a whiteboard the quality and quality check associated with the production of hot and cold desserts	List on a whiteboard the quality and quality check associated with the production of hot and cold desserts.	Whiteboard
5 minutes	Aims and objectives.	Discuss the aims and objectives for the lesson.	Learner discussion and Q&A.	Whiteboard
10 minutes	<p>Introductory task 1:</p> <p>Monitor the safe use of equipment used when making advanced hot desserts dishes.</p>	<p>Outline the focus of the lesson to include:</p> <ul style="list-style-type: none"> <li>monitor the safe use of equipment used when making advanced hot desserts dishes.</li> </ul> <p>Encourage Q&amp;A and discussion in order to engage and develop ideas and</p>	Learner discussion and Q&A.	Whiteboard

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
		thinking which will help with the completion of this unit.		
10 minutes	Introductory task 2:  Monitor the safe use of equipment used when making advanced hot desserts dishes.	Activity: Think-pair-share: Ask learners in small groups to write down what current technology/large equipment is used in the pastry department.  It is important that the learners are encouraged to think as widely as possible and do not come up with standard pieces of large equipment. Learners should then discuss their idea with a partner before sharing it with the group. Ask the pairs to display on a whiteboard their reason to the class and explain their rationale for doing so.	Write down what current technology/large equipment is used in the pastry department.  Learners should then discuss their idea with a partner before sharing it with the group.  Select individual groups to present their thoughts to the rest of the group. Encourage Q&A session after each presentation.	Whiteboard
55 minutes	Main body of lesson:  Monitor the safe use of equipment used when making advanced hot desserts dishes.	Deliver <b>PowerPoint presentation 3</b> : Large equipment for hot and cold desserts.  Group discussion: Discuss the importance and reasons for the safe use, cleaning and storage of equipment. Individuals to discuss with peers and then as a group.  Learners as small groups to think about the pieces of large equipment they discussed in the introductory task and	Discuss the importance and reasons for being able to change a recipe to fit the requirements of the organisation and the guests.  Learners as small groups to think about the pieces of large equipment they discussed in the introductory task and research using the internet one of those pieces of equipment and produce a summary and safe usage guide.	<b>PowerPoint presentation 3</b>  Whiteboard  IT  <b>Activity 5</b>

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
		<p>research using the internet one of those pieces of equipment, to produce a summary and safe usage guide</p> <p><b>Activity 5:</b> Equipment summary guide.</p> <p>Set a time limit of 40 minutes. Discuss/fill gaps as a class.</p>	Learners to complete <b>Activity 5</b> .	
50 minutes	<p>Main body of lesson:</p> <p>Monitor the safe use of equipment used when making advanced hot desserts dishes.</p>	<p>Deliver <b>PowerPoint presentation 4:</b> Small equipment.</p> <p>Task learners as pairs to think about one cold dessert dish they could produce for a VIP meal and identify the small equipment needed to produce the dish. <b>Activity 6:</b> VIP cold dessert equipment list.</p> <p>Set a time limit of 20 minutes. Discuss/fill gaps as a class.</p>	Learners as pairs to think about one cold dessert dish they could produce for a VIP meal and identify the small equipment needed to produce the dish. <b>Activity 6:</b> VIP cold dessert equipment list.	<p><b>PowerPoint presentation 4</b></p> <p>Whiteboard</p> <p>IT</p> <p><b>Activity 6</b></p>
15 minutes	Summary of session.	<b>Activity 3:</b> 1-minute paper: Learners to summarise the key points about the use of large and small equipment covered in the lesson. Encourage peer-to-peer reflection and feedback on the exercise.	<b>Activity 3:</b> 1-minute paper: Learners to summarise the key points about the use of large and small equipment covered in the lesson.	<b>Activity 3</b>

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
		<p>Direct the discussion, and identify any points not picked up by the learners.</p> <p>Group question and answer session: Individual learner's oral questions specific to the topic.</p> <p><b>Set independent learning:</b></p> <p>Using the internet, learners are to research a Michelin starred restaurant and analyse the dessert menu to explain why they believe the dishes on the menu have been chosen (indicative points should include restaurant/chef style, seasonality, number of items on the menu, etc.).</p> <p>Learners to complete <b>Worksheet 3</b>: Large and small equipment. This should be completed independently and handed in to the tutor at the next session.</p>	<p>Learner discussion and Q&amp;A.</p> <p>Independent learning: Using the internet, learners are to research a Michelin starred restaurant and analyse the dessert menu to explain why they believe the dishes on the menu have been chosen.</p>	<b>Worksheet 3</b>

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
<p><b>How learning is to be measured:</b></p> <ul style="list-style-type: none"><li>• Oral questions and answers</li><li>• End of unit assessment (City and Guilds set)</li><li>• <b>Activities 3, 5 and 6</b> and <b>Worksheet 3</b>.</li></ul> <p><b>Opportunities for embedding core skills:</b></p> <ul style="list-style-type: none"><li>• The use of research skills using IT</li><li>• Basic speaking and listening</li><li>• Basic writing skills to include spelling.</li></ul>				
<p><b>Homework/research work:</b></p> <ul style="list-style-type: none"><li>• <b>Worksheet 3:</b> Large and small equipment, to be completed independently and handed in the tutor at the next session.</li></ul>				
<b>Lesson evaluation</b>		<ul style="list-style-type: none"><li>• Was the lesson better than expected</li><li>• As expected</li><li>• Worse than expected</li></ul>		
<p><b>Lesson evaluation/comments:</b></p>				
<p><b>Suggestions/modifications for next lessons:</b></p>				